

**The School District of Philadelphia**

# **Discipline Procedures Manual**

**Office of Student Discipline, Hearings, and Expulsions**  
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## Section 1. Introduction

### **Objective:**

*The Office of Student Discipline, Hearings, and Expulsions is the primary office that upholds the Code of Student Conduct to ensure a seamless system of comprehensive services to children “at risk”. The Office of Student Discipline, Hearings, and Expulsions ensures that students, who allegedly commit a Level II (major) infraction, receive an impartial hearing, to determine an appropriate response and corrective action, to the violation of the Code of Student Conduct. The Office of Student Discipline, Hearings, and Expulsions makes decisions for placement, in transition schools, to prepare, ensure, and empower all students to achieve their full intellectual, potential and social growth.*

The Code of Student Conduct was created to support parents, students, and schools in helping to create a safe learning environment for all students by clearly stating The School District of Philadelphia’s expectations for appropriate behavior and the appropriate response to student misbehavior. This procedural manual will act as a guide for administrators and other school staff to implement and apply the Code of Student Conduct and disciplinary procedures properly. It is aligned with both school district policies and procedures and is intended to be a core element of each school’s planning process in its continued efforts to establish a positive climate that minimizes negative behaviors.

## Section 2. Intervention/Prevention Strategies

An increasing body of research confirms that a large percentage of disruptive behavior can be eliminated by creating a consistent, predictable learning environment; in which, behavioral norms are made explicit and reinforced. What follows are a series of best practice approaches to create caring, connected communities that are designed to minimize behavioral disruption and enhance academic achievement.

### ***Best Practice Model***

The Positive Behavioral Interventions and Supports approach includes seven key features for implementation:

- a. Clearly defined, school-wide behavioral expectations;
- b. Expectations taught to all children in the school;
- c. A system of rewards for following expectations;
- d. A continuum of consequences for disruptive behavior that are consistently implemented;
- e. Ability to monitor disruptive behavior and use data to drive decisions;
- f. An administrator who actively supports the model; and
- g. School District support provided through policies, professional development and data collection options

(Cloman, McDougal, Clark & Davison, 2007)

### **2.1. School-wide Positive Behavior Support**

At the school-wide level, a school-wide behavior management program that is clearly defined and consistently implemented is critical to preventing and reducing disruptive behavior. The Office of Specialized Instructional Services is available to assist schools in establishing a School Based Positive Behavior Support (SWPBS) program. When consistently implemented, research has demonstrated that positive behavior support models result in improved school climates and a decrease in aggressive behavior (Cotton, 1995; Horner & Sugai, 2000, Horner & Sugai, 2001). Effective SWPBS programs require the following key elements:

- a. Total staff commitment to the school-wide behavior program.
- b. A research-based social skills curriculum.

- c. Three (3) to five (5) rules, or behavioral expectations, developed by all staff with review by parents/guardians.
- d. Student instruction on behavioral expectations, with opportunities for students to “practice” skills.
- e. Consistent reinforcement of rules across all school environments (classrooms, lunchroom, recess, etc.).
- f. Consistent, progressive discipline when rules are violated.
- g. Ongoing review of behavioral data across all school environments to inform intervention planning.

## **2.2. Restorative Justice Practices**

Restorative justice is a model whose roots are anchored in victim offender mediation processes initiated in the 1970s in Canada. Premised upon the fact that aggressive behavior is reduced through connection to, an empathic attunement with, one’s immediate community, restorative justice emphasizes the need to make reparations to one’s community when the common code of conduct has been violated. Though originally designed to effectively address criminal behavior through community-based reintegration practices, the success of restorative justice in reducing the recidivism rate of offenders (Latimer et. al, 2001) has led to international expansion and adoption of its core principles in many school settings. While traditional disciplinary practices, such as suspension, further exclude children from their school communities, restorative justice allows for students to re-enter the community via a conferencing process that allows for healing of damaged relationships. Specific techniques that are based in the restorative justice model include:

- Daily/weekly classroom community meetings to discuss conflicts and resolve them as a group
- Use of written or verbal apologies to peers and/or adults, rather than exclusion from activities, as a consequence
- Victim-offender conferences, rather than suspensions, for more serious offenses

## **2.3. CSAP and Behavior**

The School District of Philadelphia’s Comprehensive Student Assistance Process (CSAP) is a three-tiered, collaborative process by which schools identify barriers to learning and remove barriers by accessing internal (school-based) and external (community-based) resources.

### **2.3.1 School-wide and CSAP Tier I:**

The heart of CSAP is the classroom, where the classroom teacher analyzes the strengths and learning needs of each student and adapts instruction and environment to create optimal learning conditions.

#### ***Best Practice Models:***

##### **Classroom Management Strategies**

In general, children do best when they are provided with:

1. Atmosphere that promotes respectful and caring interactions.
2. Clear routines and procedures.
3. Explicit instruction on expected behaviors (academic and social).
4. Frequent feedback to support academic and social competencies.
5. Consistent consequences for misbehavior.
6. Multiple opportunities for input and active participation.
7. Activities that allow for frequent choice.

For more information on classroom management strategies, see:

www.interventioncentral.org  
<http://cecp.air.org/center.asp>

### Group Contingencies

A group-oriented contingency is when an entire class is reinforced based on the behavior of one student, a number of students, or the entire class. There are three types of group-oriented contingencies: 1) independent group-oriented contingency; 2) dependent group oriented contingencies; and 3) interdependent group-oriented contingencies (Maag, 1999).

*The Good Behavior Game* is an elementary level classroom management model founded upon group contingency strategies.

For more information on designing group contingencies for the classroom, see:  
<http://www.specialconnections.ku.edu/>

### **2.3.2 CSAP Tier II: Individualized Intervention**

It is sometimes the case that individual students may be experiencing particular barriers to learning that need targeted support. CSAP Tier II is designed to address the needs of such students. At CSAP Tier II, a core team of trained professionals (the referring teacher, counselor, and nurse) join parents at a meeting scheduled by the school counselor. Together, this team develops an intervention plan that is designed to address the needs of the student and/or family. This plan can include both school-based and community-based supports, and the team can include auxiliary members (school psychologist, agency staff) as indicated by need. Students with patterns of disruptive behavior or three (3)+ suspensions should be referred to CSAP Tier II within 10 days for targeted intervention planning.

Schools are required to develop and implement an individualized intervention plan within 60 school days of referral to CSAP Tier II. Schools should revisit this plan within 30-45 school days to determine its effectiveness and revise as needed. If a student is still not making adequate progress within 60 school days, the school should consider a multidisciplinary evaluation to CSAP Tier III.

Specific activities are required during this pre-referral screening process. When a student is referred for behavioral reasons, a Functional Behavior Assessment (FBA) should be completed to inform intervention planning. The FBA process is summarized below:

- a. Team Collects Data via Observation Across Contexts (instructional and non-instructional settings)
- b. Team Uses Data to:
  1. Define problem behavior (A)
  2. Identify setting events/antecedents (B)
  3. Identify consequence (C)
- c. Team Reviews ABCs to:
  1. Create hypothesis about the function of the behavior (what is the student getting/avoiding?).
  2. Identify alternative, positive methods for student to meet his/her needs.
  3. Develop a behavior support plan that provides regular opportunities to practice alternative, replacement skills.

For more information on functional behavior assessments and behavior support planning, see:  
<http://cecp.air.org/center.asp>

### ***Best Practice Model***

## Targeted Support Strategies at CSAP Tier II

The CSAP process, if appropriately and consistently applied, can serve the child and his/her family in solving most problems that arise. Combined with school-linked behavioral health supports, this system can aid the teacher, the school administration, and especially the child in identifying underlying issues to bring about academic and behavioral success. Below are some additional school-based strategies for supporting groups of students with behavioral challenges:

- Group counseling is an evidence-based strategy that can have a powerful impact on school climate. It is recommended that school teams explore ways to run a group session one hour a week for a year for eight to ten students who display patterns of disruptive behavior.
- One-on-one mentoring- finding adults who will commit to a child for a couple of years and help them develop values that are consistent with the greater society have been proven to be a powerful strategy to salvage vulnerable children.

### 2.3.3 CSAP Tier III: Evaluation for Change in Programming

At CSAP Tier III, the focus is on evaluation for change in an educational program, when a child is still not meeting with success. This change of placement may be for educational or behavioral reasons. Any time a behavioral change in placement is being considered for a child in regular education, a Behavior Performance Review (BPR) must be completed to ensure that the child has received appropriate intervention via Tier II of CSAP and is not thought to be eligible for special education. See Section 5.4 for more information on the process.

## Section 3. Suspensions

Suspension is listed as an intervention for students who have violated the Code of Student Conduct. Out-of-school suspension should be used as an option when schools have exhausted all other in-school interventions for student misconduct or when the student's continued presence in the school risks the safety and welfare of the school community. In addition, suspension can and should be used in combination with other interventions.

### ***Best Practice Model*** **In-School Suspension**

Unless the infraction puts people in real danger, it is suggested that every school in the District has an in-school suspension program. In-school suspension may take the form of an accommodation room, detention room or other program that temporarily removes a student from his/her regular assigned classroom setting. The rooms should:

- Be Structured  
Children of all ages respond to structure and they actually need it. In-school suspensions prescribe the space, the activity, and the responsibility for the child and become predictable for a chronic offender
- Include an academic activity  
It is suggested that teachers send work for the student to the in-school suspension room or actual classes led by a succession of teachers can be scheduled. A minimal of three hours of academic work is optimal.
- Include a behavior activity

It is suggested that behavior modification be provided to students, as an intervention, to instruct on the fundamentals, of responsible behaviors, in a school setting. This will allow students to reflect upon their behavior and explore alternative choices.

- Involve community service

Community service can either be done in school or at locations out of school with parent permission. These activities should include incentives, e.g., reduced time for suspension. Children respond to incentives and will feel better if they do the “job” well and are praised for it. Developing relationships with local businesses or universities to engage students in mutually beneficial activities while on suspension is a viable option. The business would benefit and the student would learn something in the process.

### **When not to suspend**

- Students should not be suspended for violation of Compliance of the Dress Code While the District encourages schools to adopt a uniform and requires students to abide by the uniform of the school, schools should utilize in-school interventions to address students who continue to come to school out of uniform. Some schools have created “clothes banks” that students can dress from when they are out of compliance. Also, many schools have developed assistance programs for students who cannot afford to buy uniforms.
- Students should not be suspended for **coming to school late, cutting class, or truancy**. Students may be prohibited from attending the class for which he or she is late but under no circumstances should a student be sent home for being late to class.
- Kindergarten students who violate the Code of Student Conduct cannot be suspended if the school has failed to take all appropriate remedial interventions in response to the violation as outlined in the Code, Section 3.3. All interventions must be documented through the CSAP process.
- Students identified as Intellectually Disabled (MR) may **NOT** be suspended without a Manifestation Determination and parental approval. If a parent disapproves of the suspension or cannot be located, the Bureau of Special Education of the Pennsylvania Department of Education (PDE) can be contacted by calling (717) 783- 6913.

### **3.1. Suspension Procedures**

According to Pennsylvania State Law, suspension can be defined as: The denial to a student the right to attend school and to take part in any school function for any period of time up to 10 days. If suspension becomes necessary, students must be afforded a conference with the principal or designee prior to being suspended. During the conference, the student must be:

- a. Informed of the alleged violation and any of the surrounding circumstances examined;
- b. Given a chance to respond to the accusations;
- c. Informed of the recommended disciplinary action; and
- d. Informed of consequences of future infractions

*Note: All notices, forms and correspondence concerning disciplinary proceedings must be in the primary language or mode of communication of the student’s family. Translation services must be offered to the family for all disciplinary proceedings.*

Student misconduct as outlined by the Code of Student Conduct may be subject to one of the following corrective actions:

1. In-School Suspension or After School Detention
2. Short-Term Suspension



3. Long-Term Suspension
4. Long-Term Suspension and Alternative School Placement
5. Long-Term Suspension and Expulsion

### **3.1.1 In-School Suspension (3 days or less)**

- a. An in-school suspension shall mean exclusion due to disciplinary reasons from the regular educational program to a designated classroom managed by school staff or assignment to a supervised community-based program.
- b. Students who are given an in-school suspension shall be informed of the reasons for the suspension and shall be given the opportunity to respond before the suspension becomes effective.
- c. Communication to the parents or guardian shall follow the suspension action taken by the school.
- d. An in-school suspension may not exceed three (3) consecutive school days and the school must make provisions for the student's education during the period of the in-school suspension.
- e. An after-school detention shall mean structured and purposeful time after school in a designated affirmative behavior program implemented by school staff to address the behaviors and support change and personal responsibility.

### **3.1.2 Short-Term Suspension (3 days or less)**

- a. A short-term suspension is an exclusion from school and any school activity or function for a period of 3 days or less.
- b. Students who are suspended shall be afforded a conference with the principal or designee prior to the suspension. During the conference, the student shall be:
  1. Informed of the alleged violation and any of the surrounding circumstances examined;
  2. Given a chance to respond to the accusations;
  3. Informed of the recommended remedial measure; and
  4. Informed of consequences of future infractions

After the conference with the student, the Principal or designee shall implement the recommended remedial measure and send the parent the Disciplinary Notice of Suspension to inform them of the student's infraction, the length of the suspension and the day on which the student and parent/guardian are to return to school to be reinstated.

*Note: Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.*

### **3.1.3 Long-Term Suspension (4-10 days)**

- a. A long-term suspension is an exclusion from school and any school activity or function for any period of time from four (4) to ten (10) school days. Only **Level 2** (major) violations of the Code of Student Conduct are subject to long-term suspensions (exceptions will be considered on a case by case basis by the Academic Division Office and the Office of Student Discipline, Hearings, and Expulsions)
- b. Students who are suspended shall be afforded the same procedures as outlined by a short-term suspension. In addition, the principal/designee shall implement the following procedures prior to the suspension:
  1. If the number of days of the suspension exceeds five (5) days a long-term suspension request must be completed and forwarded to the Academic Division Assistant Superintendent or designee;
  2. Complete and forward a Disciplinary Notice of Suspension to the parent;

3. Schedule a parent conference within the first 3 days of the anticipated suspension period.
- c. The parent conference is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways which future offenses might be avoided.
- d. During the parent conference, the student and/or parent shall have the right to:
  1. Review their child's records and any written statements that may exist at the time;
  2. Speak and produce witnesses on his or her own behalf;
  3. Question any witnesses present
  4. The parent conference is documented on the EH21 Parent Conference letter, signed by the Principal and Parent with a copy given to the parent and second copy included in the EH21 referral packet.
- e. Prior notice of the intended suspension need not be given when it is clear that the health, safety, or welfare of the school community is threatened.

### **3.1.4 Long-Term Suspension and Alternative School Placement Recommendation**

- a. A student who commits a Level 2 offense may be suspended for up to 10 days and, after a hearing, may be placed in an Alternative Transition School placement.
- b. Any student who commits an offense that warrants an Alternative Transition School placement will be afforded the procedures outlined for suspension. In addition, the Principal/designee shall implement the following procedures:
  1. Complete an EH-21, disciplinary transfer request and forward to the Office of Student Discipline, Hearings, and Expulsions; and
  2. Complete a Behavior Performance Review (BPR) for regular education students; or
  3. Complete the Manifestation Determination for students with disabilities.

*Note: All records shall be forwarded to the Office of Student Discipline, Hearings, and Expulsions for review by day four (4) following the date of suspension.*

- c. The student shall be afforded a hearing conducted by an independent hearing officer. The parent/guardian has the right to:
  1. Review student records;
  2. Present evidence and witnesses;
  3. Bring legal representation;
  4. Question witnesses presented by the District; and
  5. Have the hearing tape-recorded

### **3.1.5 Long-Term Suspension and Expulsion**

- a. Expulsion from school is a denial to a student of the right to attend school and to take part in or attend any school function for a period of time longer than 10 days.
- b. A student that commits a Level 2 offense may be suspended for up to 10 days and, after a hearing, may be expelled for a period of time or permanently from the School District of Philadelphia.
- c. An Alternative School placement may be provided in place of an expulsion, for a period as seen appropriate by the Superintendent or designee. Any student, who commits an infraction that requires Expulsion or an Alternative School placement, will also be suspended and afforded the procedures outlined for suspension.
- d. Where a student receives an Alternative School placement, he or she shall be afforded the procedures in Section 3.1.4 above.
- e. In cases in which formal expulsion is recommended by the School Reform Commission (SRC), the student shall also be afforded the following:
  1. Notice of the date, time and place of hearing at least three days in advance;

2. The right to bring a lawyer to the hearing, present witnesses and evidence, and question the District's witnesses;
  3. The right to obtain the names of any witnesses against the student and copies of their statements;
  4. The right to request that witnesses and school officials involved in the incident be present at the hearing;
  5. The right to obtain a copy of the written or tape-recorded record.
- f. An expelled student under age 17 must continue to receive an education. The parents must make arrangements for this, either by finding another school or by arranging a program of home schooling. However, if the parents are unable to do so, they must contact the School District, which must then make arrangements for the child's education.

### **3.1.6 Suspended Students and Extra-Curricular Activities**

Students that are suspended, whether, in-school suspension, short-term suspension or long-term suspension, are not eligible to participate in extra-curricular activities during the suspension period.

### **3.1.7 Suspended Students and Make-up Work**

Students placed on short-term suspensions or long-term suspensions are considered "lawfully" absent. Students shall have the responsibility to make up class work missed during the suspension period. It is the parents or students responsibility to obtain work during the period of absence through special arrangements made with the school administrator. Students will be given the number of days equal, to the number of days absent, to submit completed make-up work.

### **3.1.8 Suspended Students and Trespassing**

Suspended students should not be on school property unless the school administrator has granted them permission. Students found on school property while serving an out-of-school suspension may be arrested for trespassing.

## **3.2 Offenses that Warrant Suspension**

The Code of Student Conduct divides student misconduct into two levels: Level (I) (Minor) Infractions and Consequences; and Level (2) (Major) Infractions and Consequences. The level of offense dictates the severity of the corrective action the District will impose. Except where noted, Principals or the Principal's designee may impose a suspension, when warranted according to the Code of Student Conduct.

### **\*Offenses eligible for After School Detention, In-School Suspension and/or Short-Term Suspension (1-3 days)**

Failure to follow classroom rules/disruption/disrespect for authority  
 Fighting  
 Simple assault  
 Threats  
 Reckless endangerment  
 Destruction and/or theft of property in amounts less than \$150  
 Defacing school property  
 Dress code violation  
 Failure to carry hall pass or appropriate I.D.  
 Failure to participate/unprepared for class  
 Truancy/excessive tardiness/cutting class  
 Possession of beepers, pagers or cell phones, and other electronic devices  
 Possession of inappropriate personal items (CD player, playing baseball cards, etc.)

Using profane/obscene language or gestures or derogatory language toward another person based on that person's characteristics.  
Public display of affection; inappropriate touching or indecent exposure  
Forgery of administrator, teacher, or parent's signature  
Alteration of grade reporting, medical excuses, or other school documents

*Note: Not all offenses listed above warrant an out-of-school suspension. Consult the Code of Student Conduct for appropriate interventions for types of misconduct.*

**Offenses eligible for Long-Term Suspension, Alternative Education Referral  
And/or Expulsion**

Destruction and/or theft of property in the amount of \$150 or more  
Vandalism  
Breaking and entering school property  
Robbery  
Extortion  
Harassing/bullying/cyber-bullying or intimidating any member of the school and/ or school community  
Threatening students or school personnel with aggravated assault  
Assault of school personnel  
Instigates or participates in group assaults  
Aggravated Assault  
Placing another intentionally in danger  
Possession of a weapon  
Possession or use of fireworks or other explosives/incendiary device or poisonous gas  
Possession of a controlled substance with intent to distribute or use  
Possession of alcohol with the intent to distribute or use  
Unauthorized possession of non-controlled substance with the intent to distribute or use  
Sexual acts (voluntary or involuntary)

*Note: Students may not be suspended for Repeated Violations of the Code of Student Conduct. Please use the appropriate infraction associated with the behavior that describes the violation.*

***Best Practice Model***

**Supporting Students with Repeated Violations to the Code**

Early Intervention is essential to reducing the number of students with repeated violations of the Code of Student Conduct. As such, students receiving multiple office referrals or "pink slips" or exhibit a pattern of truancy should be identified early and referred to all possible in-school interventions including developing behavior plans that set clear, attainable goals and provide opportunity for student and parent input. Students with disabilities that present patterns of disruptive behavior shall have Individual Education Plans (IEPs) that include a behavior plan aligned with the goals of the IEP. Referral for a disciplinary transfer should be a "last resort". Students receiving three (3) Level 1 suspensions shall be referred to CSAP Tier II.

## **Section 4. Investigation and Reporting**

### **4.1. Serious Incident Reporting**

Schools are required to report all incidents that affect the health, safety and/or welfare of the school or school community. This includes incidents that occur:

- a. In school;
- b. On school property;
- c. To and from school; and
- d. Criminal offenses

#### **4.2. Investigation Procedures**

- a. Report incident to serious incident desk, Academic Division Office, and when a crime has been committed contact Philadelphia Police Department;
- b. Locate and interview all victims, witnesses, and aggressor;
- c. Assist Philadelphia Police Department with collection of evidence (e.g. crime scene photos, suspect information);
- d. Interview and interrogate suspects and/or assist Philadelphia Police Department suspect interviews;
- e. Develop and maintain contact with law enforcement agencies regarding facts of the case; and
- f. Prepare written reports on all investigations including the Serious Incident Follow-Up Report (EH31).

#### **4.3. When to Search**

All school administrators may search for contraband, whenever “reasonable suspicion” exists, that presents a danger to the school or school community. Reasonable suspicion is more than just a “hunch”. Reasonable suspicion shall be defined as: *The legal standard in the United States law that person has been, is, or about to engage in criminal activity based on specific facts or inferences that can be easily articulated.*

#### **4.4. When to call the Philadelphia Police Department**

The Philadelphia Police Department should be contacted whenever a crime has been committed or reported to have been committed (*e.g., possession of a weapon or drugs, assaults, suspected abuse*).

## Section 5. Disciplinary Transfers

### ***Best Practice Model***

Students recommended for a disciplinary transfer (EH-21) tend to have a greater risk of becoming truant, dropping out of school, engaging in criminal activity and/or becoming victims of crime. Knowing these risks exist, The School District of Philadelphia must ensure students are provided with as much support possible to have a positive academic career and every effort must be made to keep students in the regular education setting. However, in keeping with the District's zero tolerance policy for egregious offenses, students who commit serious violations of the Code of Student Conduct that present a clear danger to the school and/or school community must be reported and recommended for disciplinary transfer and/or expulsion.

### **Building Teams**

In order to respond to disciplinary issues efficiently, a team approach works best. Every adult the student encounters has the potential to impact that student's life, positively or negatively. Adopting a ***single school culture model***, in which every staff member in the building responds to discipline in the same manner reduces inconsistent disciplinary practices and ensures that students are aware of expected behavior and the consequences for misbehavior. Continued staff development will promote cohesion and increase procedural knowledge so that staff can implement the Code of Student Conduct appropriately.

School leadership teams that meet regularly to discuss student behavior have better success addressing disciplinary issues and improving the overall school climate of the school. Each member of the team is valuable and can provide essential information regarding the needs of individual students, consequently increasing the likelihood of productive outcomes.

### **5.1. Disciplinary Procedures for Students in Grades K through 12**

Any student who violates a Level II (major) rule of the Code of Student Conduct is subject to a disciplinary transfer and/or expulsion. Expulsion from school is a denial to a student of the right to attend school and to take part in or attend any school function for a period of time longer than 10 days. An Alternative Transition School placement may be provided, pending the outcome of an expulsion hearing, as seen appropriate by the Office of Student Discipline, Hearings, and Expulsions at Central Office. Any student who commits an infraction, which requires Expulsion or an Alternative Transition School Placement, will also be suspended and afforded the procedures outlined for suspension. In addition, the principal/designee shall implement the following procedures:

- a. Completion of an EH31 (serious incident follow-up report) via the Serious Incident Management System (SIMS);
- b. Completion of an EH21 (disciplinary transfer request) via the Serious Incident Management System (SIMS);
- c. Completion of the Behavior Performance Review (BPR) forwarded to the Office of Student Discipline, Hearings, and Expulsions (***for regular education students only***);
- d. Completion of a Manifestation Determination and all related special education documents forwarded to the Office of Student Discipline, Hearings, and Expulsions (***for special education students only***)

In addition, the student shall be afforded a hearing conducted by an independent hearing officer and provided an opportunity for the parent/guardian the right to:

- a. Review student records;
- b. Present evidence and witnesses;
- c. Bring legal representation;
- d. Compel the presence of School District employees and question them; and
- e. Have the hearing tape-recorded.

*Note: All notices, forms and correspondence concerning disciplinary proceedings must be in the primary language or mode of communication of the student's family. Translation services must be offered to the family for all disciplinary proceedings.*

### **5.1.1 Completing the EH31 (Serious Incident Follow-Up Report)**

The EH31 is the description of a serious incident that occurs in school or on school grounds. All EH31's must be completed using the Serious Incident Management System (SIMS). The EH31 includes:

- a. The date and time the incident was reported and the date and time the incident occurred;
- b. The location of the incident;
- c. A summary of the incident;
- d. All person's involved and the nature of their involvement; and
- e. Principal's authorization.

### **5.1.2 Completing the EH21 (Disciplinary Transfer Request)**

The EH21 is a school's request for disciplinary transfer of a student. All EH21's must be completed using the Serious Incident Management System (SIMS). The EH21 should:

- a. Record the date and time the incident was reported and the date and time the incident occurred;
- b. Complete all demographic fields, including telephone numbers
- c. Principal's authorization.

Section 1 of the EH21, Specific Instances of Misconduct should:

- a. Document as a narrative, including who, what, when, where, why and how the incident occurred.
- b. Include all incidents of misconduct, having occurred the current academic year, listed in reverse chronological order beginning with the most recent incident first.

Section 5 of the EH21, Services Offered should list all interventions the school has offered to the student and/or family. These interventions may include but are not limited to:

- a. CSAP (Comprehensive Support Assessment Process)
- b. Counseling
- c. Behavioral/Mental Health Referral
- d. Behavior Plan
- e. Peer Mediation
- f. After School Detention

*Note: Students referred for an EH21 for Repeated Violations will not be considered until the school can provide documented CSAP and other Interventions offered to the student and/or family.*

### 5.1.3 Completing the Behavior Performance Review

All disciplinary transfer requests for regular education students must include a Behavior Performance Review (BPR). The BPR is a comprehensive review of the student's history to determine if the student should be evaluated for special education services. The following factors must be considered:

- a. Did the parent express in writing that the student may need special education and related services;
- b. Did the parent request an evaluation of the student; or
- c. Has school staff expressed specific behavioral or academic concerns about the student to the Principal or Academic Division Director of Special Education?

If any of these factors are present, the student must remain in the current school where the conduct occurred until an evaluation takes place. The results of the evaluation, and determination of exceptionality, will then determine placement.

The BPR is comprised of two parts: the Performance Review Worksheet and the Performance Review Results. The BPR is a team evaluation that includes:

- a. Principal or designee
- b. School counselor
- c. Student's teacher
- d. Staff representative (at student's request)
- e. BPR monitor
- f. Special education liaison (optional)

Each section of the BPR worksheet must be completed fully. You cannot attach or refer to other documents in place of completing a section. When completing the BPR the fields should include:

- a. Data source/s consulted for information
- b. Relevant dates of significant indicators
- c. Response to indicated behavior
- d. Any additional comments relevant to the review

In addition, the review results section of the BPR must include all appropriate signatures and conclude whether the student is *thought-to-be eligible* for special education or *not thought-to-be eligible* based on the data collected by the team. **In the event the student is thought-to-be eligible for special education, the team must issue the Permission to Evaluate (T-700) to the parent.**

The BPR results must be shared with the parent and the method of how the BPR was shared must be indicated on the BPR document.

By signing the Notice of Recommended Educational Placement (NOREP), the parent indicates approval or disapproval of the placement, level of intervention and location of services determined by the IEP Team.

### 5.2. Conferences and Hearings

Any student being recommended for a disciplinary transfer or expulsion shall be provided a conference with the school principal or his/her designee within three (3) days of the suspension. The purpose of the conference is to:

- a. Establish violation of the Code of Student Conduct;
- b. Recommend the appropriate corrective action;
- c. Inform parent/s of their due process rights; and
- d. Share the results of the Behavior Performance Review



Upon completion of the required documents for a disciplinary transfer request (EH21, EH31, EH-20, Notice of Suspension, Parent Conference Letter, and BPR), the student pocket and documents shall be forwarded to the Office of Student Discipline, Hearings, and Expulsions for review by the **4<sup>th</sup> day of the suspension**. If the request is for a student with a disability, a copy of the confidential file must also be included.

The file will be forwarded to the Office of Student Discipline, Hearing, and Expulsions by the sending school. A Hearing Officer in the Office of Student Discipline, Hearings, and Expulsions will schedule an informal hearing within ten (10) days of suspension. At the hearing, the school must provide a representative that is:

- a. An administrator or designee;
- b. Familiar with the facts of the case; and
- c. Able to answer questions concerning student records

*Note: If the parent or school does not show for the hearing, the hearing may be rescheduled once, after a second occurrence by either party, a decision will be made in their absence.*

At the hearing students and parents/guardians are entitled to the following:

- a. Bring your own witnesses
- b. Present evidence of your own
- c. Bring a representative
- d. Compel the presence of School District employees and to question them at the hearing
- e. Examine, prior to the hearing, the school records of your child
- f. Request that the hearing be tape-recorded

If the disposition is **Expulsion**, all student records will be forwarded to the Superintendent Designee(s) for review and determination. Upon the decision to proceed, all student records will be forwarded to the Office of General Counsel to hold a formal hearing. Upon the decision to proceed with expulsion, members of the School Reform Commission will vote on the recommendation to expel a student. The hearing will be held within **15 days of notice to the family**. At the hearing students and parents/guardians are entitled to the following:

- a. Be represented by counsel;
- b. Bring your own witnesses;
- c. Be provided with names of witnesses, copies of statements and affidavits;
- d. Compel the presence of School District employees to answer questions at the hearing; and
- e. Be provided with written and/or audio record of the hearing

### **5.3 Philadelphia Learning Academy Assignments Pending Disciplinary Action**

High school students (grades 9-12) are provided with an assignment to one of the Philadelphia Learning Academies when the student's behavior presents a risk to the safety and welfare of the school or school community. Violations that warrant an assignment include, but not limited to:

- a. Possession of a weapon;
- b. Distribution of drugs;
- c. Aggravated assaults; or
- d. Threats to do serious bodily injury

*Serious bodily injury shall mean: bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or loss or impairment of the function of any bodily member or organ.*

The Office of Student Discipline, Hearings, and Expulsions will determine if an assignment to a Philadelphia Learning Academy is warranted at the conclusion of the transition hearing.

The Hearing Officer will also inform the parent/guardian that the case is being referred for further disciplinary action due to the nature of the offense, and that the case will be sent to the Expulsion Committee for review. Until there is a determination from the Expulsion Committee, the student will remain at the Philadelphia Learning Academy until notified by the Alternative Education Division.

## **Section 6. Discipline for Students with Disabilities**

### **6.1 Discipline for Students Identified as Intellectually Disabled (“MR”)**

A disciplinary exclusion for any length of time (even a one (1) day suspension) is considered a change of placement for a student with an intellectual disability (MR). Before suspending a student with an intellectual disability, the IEP team must conduct a Manifestation Determination to determine whether the student’s behavior is attributable to his/her disability. (If so, you may **NOT** suspend). If it is not attributable to his/her disability, school may proceed with suspension, provided that parent approves and signs a NOREP describing the action proposed, based on the findings of the Manifestation Determination.

On rare occasions, a school may wish to contact the state for approval of a suspension for a student with an intellectual disability. This may happen if a parent is unavailable to provide or deny consent. On such occasions, schools are encouraged to contact the Division Director of Special Education before contacting the Bureau of Special Education (BSE).

### **6.2 Suspensions and Disciplinary Transfer Request for All Other Disabled Students- Including Students with 504 Service Agreements**

The District may suspend students with disabilities and cease educational services for up to 5 consecutive school days or 15 cumulative school days in one (1) school year without providing special education procedural safeguards.

The school must complete the following steps for students with IEPs or Section 504 service agreements if a suspension, a “pattern” of behavior has been displayed, or a request for a disciplinary transfer is being considered:

- a. Provide written notice to the parent/ guardian of the recommended disciplinary action and the date of an Individualized Education Plan (IEP) meeting, to complete the Manifestation Determination.
- b. During the IEP/Manifestation Determination meeting the IEP team shall review the student’s most current evaluation and the students IEP/ placement to determine whether the student’s misconduct is related to the student’s disability.
- c. Two questions are to be answered at the manifestation meeting:
  - 1) Was the conduct caused by, or did it have a direct and substantial relationship to the students disability or
  - 2) Was the conduct in question a direct result of the school’s failure to implement the Individualized Education Plan (IEP)?

#### **6.2.1 Behavior Determined Not to Be a Manifestation of Disability**

If the school team determines that the student's behavior is not a manifestation of the disability, school officials may apply the Code of Student Conduct. In no event, however, may the student be suspended without providing appropriate educational services for more than five (5) consecutive or fifteen (15) cumulative school days in a school year.

A Notice of Recommended Educational Placement (NOREP) must be issued with the results of this determination and a copy of the procedural safeguard must be given to the parent. \* If the parent disagrees with the results of the Manifestation Determination, the school **must** immediately inform the parent of their right to initiate an expedited Special Education hearing and a state appointed hearing officer will review the manifestation determination.

If necessary, the IEP team shall review and revise, if necessary, the existing Behavior Intervention Plan (BIP) or, if necessary, complete a Functional Behavior Assessment (FBA) and intervention plan to address the misconduct.

The IEP team shall determine the appropriateness of an interim alternative educational setting, and as indicated, include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.

### **6.2.2 Behavior Determined to Be a Manifestation of Disability**

If the student's behavior **IS** a manifestation of the disability, the student's placement may be changed to an appropriate interim educational setting, only if the student

1. Carried a weapon to school or a school function;
2. Knowingly possessed or used illegal drugs or sold;
3. Solicited the sale of a controlled substance while at school or at a school function.
4. The student has inflicted serious bodily injury upon another person while at school or at a school function.

In these special circumstances and over parent objections, school officials may remove the student, by issuing a Notice of Recommended Educational Placement (NOREP) to an Alternative School Setting for no more than forty-five (45) school days, pending due process.

Students with disabilities, even if expelled, must be provided with a Free and Appropriate Public Education (FAPE).

### **6.3. Disciplinary Paperwork for Students with Disabilities**

In addition to completing a Discipline Case Report (EH21) and a Serious Incident Follow-Up Report (EH31), all disciplinary transfer requests for students with disabilities must include: Invitation to Participate, Manifestation Determination; Individual Education Plan (IEP); Permission to Evaluate/Reevaluate, Most recent Evaluation Report, Re-evaluation Report containing most recent psychological testing, Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), Notice of Recommended Education Placement (NOREP) existing at the time of the incident and the one indicating the proposed discipline action.

#### **6.3.1 Completing the Manifestation Determination**

A student may not be disciplined according to the Code of Student Conduct if it is determined by the IEP team that the student's behavior is a manifestation of his/her disability. The behavior is a manifestation of the student's disability:

- a. If the student's misconduct is caused by or directly and substantially related to the student's disability; or
- b. If the student's misconduct is a direct result of the school's failure to follow the child's IEP.

A student **cannot** be disciplined for behavior that **IS** a manifestation of his/her disability, or if the school's practice constitutes a denial of Free and Appropriate Public Education (FAPE). When completing the Manifestation Determination, the document must:

- a. Be completed by a fully constituted IEP Team (All members of the team);

- b. Be completed within twenty-four (24) hours of the incident;
- c. Include the parent(s)/guardian

*Note: The parent(s)/guardian(s) MUST be invited, but DO NOT wait if the parent(s)/guardian(s) do not respond. You MUST document your attempts at parental contact.*

If the team determines that the behavior **IS** a manifestation of the student's disability, the school **MAY NOT** implement the proposed discipline. The IEP team must:

- a. Meet immediately to complete a Functional Behavior Assessment (FBA); and
- b. Develop a Behavior Intervention Plan that addresses the student's behavior.

If the team determines that the behavior **IS NOT** a manifestation of the student's disability the team should:

- a. Issue a copy of the Manifestation Determination;
- b. Issue a copy of the IEP that was reviewed;
- c. Issue a copy of the Procedural Safeguards Notice;
- d. Issue a NOREP; and
- e. Proceed with appropriate discipline sanctions.

*Notice: If the parent disapproves with the results of the Manifestation Determination, the school must immediately inform the parent of their right to initiate due process by referring the parent to the Procedural Safeguards document.*

### **6.3.2 Completing the Individuals Education Program (IEP)**

*Individuals with Disabilities Act* requires school districts to provide an Individualized Education Program (IEP) for each student who is eligible to receive special education programs and services. The IEP must offer:

- a. A Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). An "appropriate" program is one that is compliant with a mandated timeline, procedures, and offers a student the opportunity to be involved in and progress in the general curriculum; and
- b. A Least Restrictive Environment (LRE) that offers the student participation with non-disabled peers to the maximum extent appropriate.

The IEP is a legal document that describes the specially designed instruction (special education) and related services designed by the IEP Team to meet the student's unique needs. The IEP:

- a. Designates the student's educational placement, level of intervention and location of services;
- b. Outlines the specially designed instruction, accommodations, supports, supplementary aids and services, transitional needs, and the related services, that the School District will provide the student;
- c. Sets forth annual goals and short-term objectives to enable the student to progress;
- d. Records the student's current levels of achievement, academic and behavioral progress;
- e. Identifies the student's participation in state and local assessments or alternate assessments; and
- f. Describes the testing accommodations appropriate for the student

The IEP Team is composed of the following individuals:

- a. IEP coordinator;
- b. Special education teacher;
- c. General education teacher;
- d. Local Educational Agency (LEA) representative;
- e. Student; and
- f. Parent, Surrogate Parent or Legal Guardian

*Note: For full IDEA guidelines, please refer to the Office of Specialized Instructional Services website at: <http://webgui.phila.k12.pa.us/offices/s/oss/policie--procedure-manual>*

### **6.3.3 Completing the Notice of Recommended Education Placement (NOREP)**

At the conclusion of the IEP meeting, the parent shall be provided with the Notice of Recommended Education Placement (NOREP) for review and signature. The NOREP:

- a. Summarizes the results and recommendations of the IEP Team;
- b. Documents placement options considered;
- c. Documents placement chosen; and
- d. Documents reason for placement.

## **Section 7. Returning Students**

### **7.1 Restoration/ Transition**

#### ***Best Practice Model***

Students returning from an alternative school have difficulty achieving in a regular educational setting. While these students have made significant progress to meet the criteria for restoration, effort should be made to provide them with all the necessary supports to maintain positive behavior. Supports that schools can utilize as students transition back to a regular school setting may include: CSAP, counselor referrals, parent conferences, interest inventories, or developing informal student contracts.

In addition, meeting with the student upon enrollment and communicating with the alternative school teachers may provide insight into strategies that work best for a student's individual needs. Each student being restored from an Alternative Transition School will have a comprehensive Transition Plan developed in collaboration with the Alternative Education Division school staff, student and parent.

#### **Transition Criteria**

Students are assigned to alternative transition schools, in most cases, for the duration of one (1) academic year and/or upon completion of the transition requirements provided by the Alternative Education Division. The transition requirements include the following areas:

#### **1. Attendance**

- a. Student attendance and punctuality are necessary for success in any school program. For consideration of restoration from an Alternative School, the student must achieve an **85% attendance rate for the time period the student has been enrolled at the Alternative School. For students with an entry attendance rate of less than 65% ADA, an increase of attendance by 10% or more will also be considered.**
- b. For students assigned to Alternative Schools due to an **Act-26 violation**, a mandatory of not less than **182 school days beginning from the date of assignment** is required before consideration of transition unless a modification has been made by the School District's Superintendent.
- c. Students assigned to Alternative Schools due to a violation of the Code of Student Conduct for violations other than an Act-26, may be considered for transition, on a periodic basis, with transitions approved occurring mid year in January and at the end of the school year in June, for an enrollment date in the following September.

2. Behavior
  - a. Students must show considerable behavioral progress before consideration for restoration. This includes no unsatisfactory behavior marks (3's) and no incidents of serious misbehavior.
  - b. All alternative schools shall develop a Personalized Learning Plan within 30 days of enrollment that will be shared with parent/student at enrollment. The plan should outline specific goals the student must achieve prior to consideration for restoration and align with the goals of a student's Individualized Education Plan (IEP), if applicable,
  - c. Students must meet goals of the Behavior Modification Plan, which includes: good attendance, improved behavior and adequate academic progress.
3. Academic
  - a. While students are assigned to Alternative Schools due to behavioral difficulties, good academic progress is required for transition consideration. Students must maintain a passing average while attending the Alternative School.
  - b. All Alternative Schools must ensure courses offered to students are aligned with School District curriculum for appropriate credit accumulation toward graduation and promotion requirements.
4. Special Education
  - a. Students with disabilities must be re-evaluated before a change in placement can occur. This means the IEP team must re-convene and develop a new IEP for the new school assignment. This also includes a current ER, and a NOREP.
  - b. All special education documents must be signed and dated.

*Note: When evaluating a student for transition, consideration will be given to each area, however the student's overall progress will be the final determination. As well, students shall not be assigned to schools where they previously attended. .*

## **7.2. Court-Appointed (Dependent) Placements**

Students who are returning to the District from court-appointed placements through the Department of Human Services, as a result of neglect, abuse, truancy, etc., are considered Dependent. Dependent students that are returning from court-ordered placements are referred to the Family Support Center (FSC) upon discharge. Whenever possible, the facility must forward a Student Information Packet to the FSC at least thirty (30) days prior to the student being discharged. A complete Student Information Packet consists of the following documentation:

- a. Student Information Form that documents:
  1. Date of Enrollment
  2. Date of Discharge
  3. Current address
  4. Date Of Birth
  5. Name of contact person from Placement
  6. Name of Department of Human Services or Aftercare Worker
  7. Name of last School District attended
- b. Academic Transcript
- c. Special Education records (if applicable)
- d. Immunization Record (if any new shot were updated or administered)

The Student Information Packet is verified by the FSC and **the student is assigned to the last public school attended**. Exceptions are only made when there are documented extenuating circumstances preventing the student from returning to his or her last attended school (e.g. an EH-21 was completed and the recommendation for a disciplinary transfer was upheld). In cases where an exception is warranted, the

FSC staff will consult with the Academic Division and the Office of Student Placement before making the new school assignment. The FSC staff will notify the Principal of the student's assignment, and will forward the completed Student Information Packet to the assigned school.

All students are expected to be enrolled in and attend their assigned school within twenty-four (24) through seventy-two (72) hours from their arrival to the Family Support Center.

*Note: Student's who have been enrolled in a residential or drug treatment program for less than six (6) weeks shall return to the last public school attended without being referred to the Family Support Center.*

### **7.3. Court-Appointed (Delinquent) Placements**

Students who have been adjudicated delinquent as a result of the commission of a crime and are returning to the School District of Philadelphia from a ninety (90) day or more court-ordered residential placement are ordered to immediately report to the RE-entry Transition Initiative Welcome Return Process (Reti-WRAP) program. The Reti-Wrap multi-disciplinary team (which is comprised of the Reti-Wrap Coordinator, a juvenile probation officer, a Department of Human Services DHS social worker, and a Community Behavioral health (CBH) mental health and behavioral health liaison) will assist the student and his or her family with their transition back into the School District of Philadelphia.

The residential program, through the student's probation officer, must forward the student's academic records to Reti-Wrap at least thirty (30) days prior to the student being discharged. Upon arrival to Reti-WRAP, the multi-disciplinary team will review the School District's Student Code of Conduct with the student and his or her family, and will develop a Student Transition Plan.

The student is assigned to the last public school attended. Exceptions are only made when there are documented extenuating circumstances preventing the student from returning to his or her last attended school (e.g. an EH-21 was completed and the recommendation for a disciplinary transfer was upheld). In cases where an exception is warranted, Reti-WRAP will consult with the Academic Division and the Office of Student Placement before making the school assignment. Reti-WRAP will notify the Principal of the student's assignment, and will forward the completed Student Plan and academic records to the assigned school. If the parent disagrees with the school assignment that is given, the student is entitled to an informal hearing.

All students are expected to be enrolled in and attend school within twenty-four through seventy-two hours from their arrival to Reti-WRAP.

### **7.4. Out-of-District Returns/Enrollment**

Students may seek enrollment to the School District of Philadelphia from schools outside the public system throughout the school year. These students are entitled to attend their neighborhood school and should be enrolled until such time documentation reveals the student is required to attend another school.

If the student's school records reveal that the student was expelled from the previous School District; the school must contact the Alternative Education Division and forward a copy of the records to the office for review.

#### ***Best Practice Model***

Student A. has been withdrawn from Parochial School A. and is attempting to enroll at Neighborhood school B. Neighborhood school B requests records from Parochial School A. but has not yet received them. Student A should be enrolled pending receipt of records. Once received, the records reveal Student A. was expelled from Parochial School A for possession of a weapon. A copy of all records should then be forwarded to the Alternative Education Division Office for review. If upon review, there is no cause to assign Student A to an Alternative School, Student A. remains at Neighborhood school B. However, if

the decision is to enroll Student A to an Alternative School, Alternative Education staff will notify the family and neighborhood school of the Alternative School assignment.

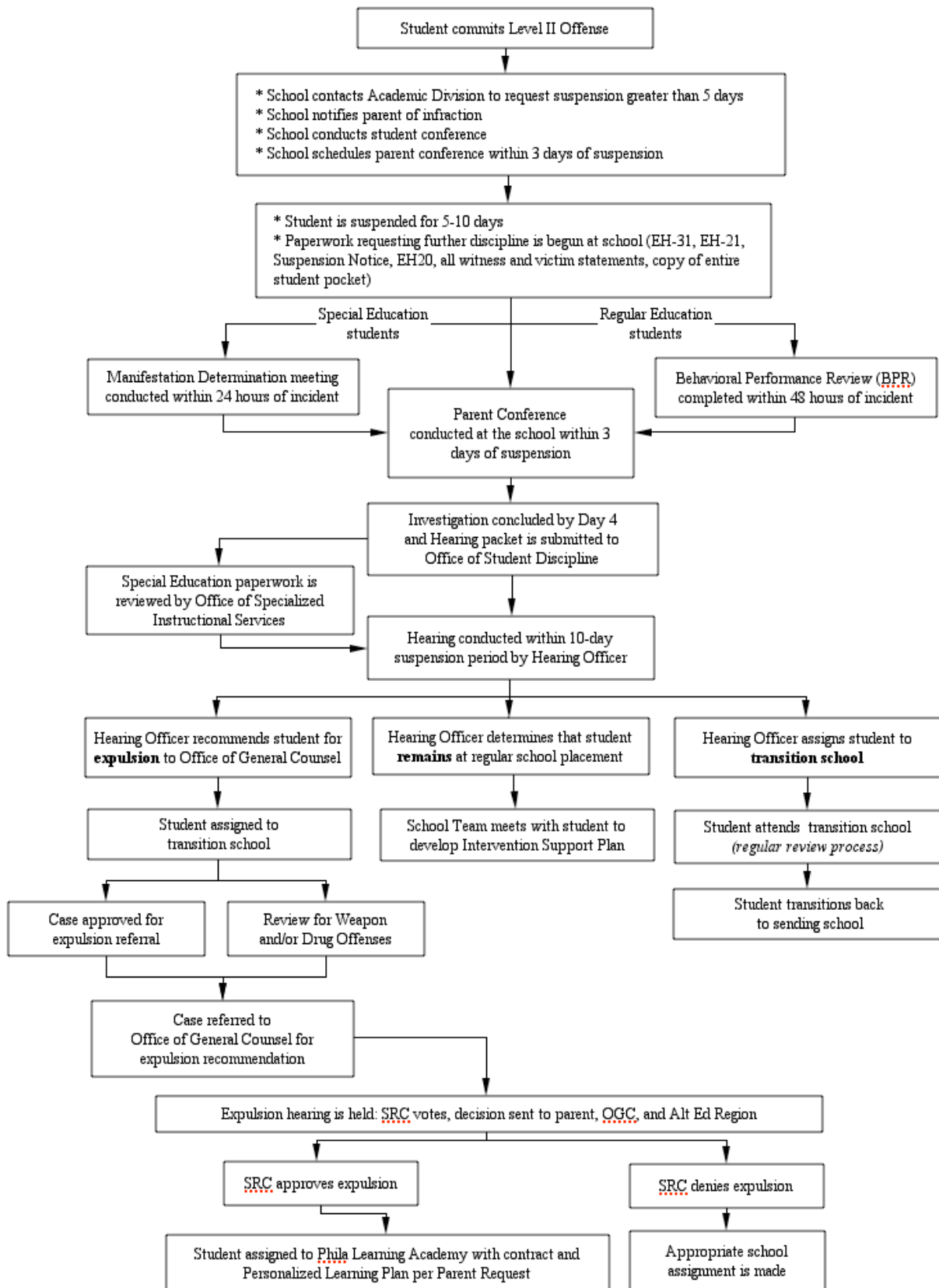
When students attempt to enroll in a neighborhood school from other School Districts the following documents are required:

- a. Proof of address
- b. Previous school records
- c. Immunization/medical records

*Note: If students have never attended a Philadelphia public school, a copy of the student's birth certificate, baptismal certificate, or transcript of the record of baptism, notarized statement from parent/s indicating the date of the birth of the child, duly attested transcript of the birth certificate, or duly certified transcript of birth is also required.*



## Appendix A. Intervention Process Flow Chart



## Appendix B. Resources

### **Pennsylvania Department of Education**

For More Information:

<http://www.sap.state.pa.us/>

### **School-Wide Positive Behavior Support (SWPBS)**

Level: K-12

Description: School-wide, data-driven approach to creating and reinforcing pro-social behavioral norms guided by each school's leadership team.

For More Information:

<http://www.pbis.org/main.htm>

### **Get Real About Violence**

Level: K-12

Description: A research-based prevention program that addresses a wide range of violent behavior in students from kindergarten through 12th grade delivered via 12 multimedia units.

For More Information: <http://guide.helpingamericasyouth.gov/programdetail.cfm?id=333>

<http://teacherstore.discovery.com/>

### **Restorative Justice**

Level: 6-12

Description: The RP approach is based on the premise that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. Interventions range from informal to formal and include classroom circles and restorative conferences when community norms are violated.

For More Information:

[http://www.iirp.org/training\\_n\\_consulting.php](http://www.iirp.org/training_n_consulting.php)

<http://www.safersanerschools.org/>

### **Discipline With Dignity**

Level: 6-12

Description: Discipline with Dignity is a flexible program for effective school and classroom management that teaches responsible thinking, cooperation, mutual respect, and shared decision-making.

For More Information:

<http://www.disciplineassociates.com/>

### **Second Step (Violence Prevention)**

Level: K-9

Description: The Second Step violence prevention program integrates academics with social and emotional learning. Youth learn and practice vital social skills, such as empathy, emotion management, problem solving, and cooperation.

For More Information:

<http://www.cfchildren.org/programs/ssp/overview/>

### **Steps to Respect (Bullying Prevention)**

Level: K-9

Description: Steps to Respect is a bullying prevention program aligned with Second Step.

For More Information:

<http://www.cfchildren.org/programs/str/overview/>

### **I Can Problem Solve (ICPS)**

Level: Pre-K- 6

Description: ICPS is a cognitively based school-based intervention that trains children in generating a variety of solutions to interpersonal problems, considering the consequences of these solutions, and recognizing thoughts, feelings, and motives that generate problem situations. By teaching children to think, rather than what to think, the program changes thinking styles and, as a result, enhances children's social adjustment, promotes pro-social behavior, and decreases impulsivity and inhibition.

For More Information:

<http://www.colorado.edu/cspv/blueprints/promising/programs/BPP08.html>

<http://www.researchpress.com/product/item/4628/>

### **Lesson One**

Level: Pre-K- 6

Description: Lesson One gives adults a proven plan to help children develop the life skills and internal discipline necessary to learn and thrive in today's society.

Following the logical progression of a child's development, Lesson One uses upbeat activities and games that adults and children can share to ground Lesson One skills in everyday life.

For More Information:

<http://www.lessonone.org/index.html>

### **Responsive Classroom (RC)**

Level: K-6

Description: The Responsive Classroom (RC) is an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools, kindergarten through eighth grade. Developed by classroom teachers, it consists of practical strategies for bringing together social and academic learning throughout the school day.

For More Information: <http://www.responsiveclassroom.org>